



Eagleside Elementary Progress Update

Dear Eagleside Elementary Families:

The 2020-2021 school year has certainly been unique. As you know, our students and staff have risen to the unique challenges presented to us this year with creativity and grit. We would like to take this opportunity to update you on a number of measures that we use to chart our progress throughout the year. These metrics help us to understand some of our areas of strength as well as opportunities for growth.

- [Early Literacy Achievement and Growth](#): How are our students progressing in their acquisition of reading skills?
- [English Language Arts \(ELA\) and Math Achievement and Growth](#): What type of progress are our students making in mastering year-long concepts in ELA and Math?
- [Student Survey Data](#): What are our students saying about our school and district?
- [Parent Survey Data](#): What are our parents saying about our school and district?
- [Health Data](#): How have our schools and district responded to COVID? How many positive cases have we seen in both students and staff?
- [What have we identified as our areas of strength this year and where do we think we still have room to grow?](#)

This report focuses on general school-wide trends. Please feel free to reach out to your student's or any school administrator for more detailed results and feedback.

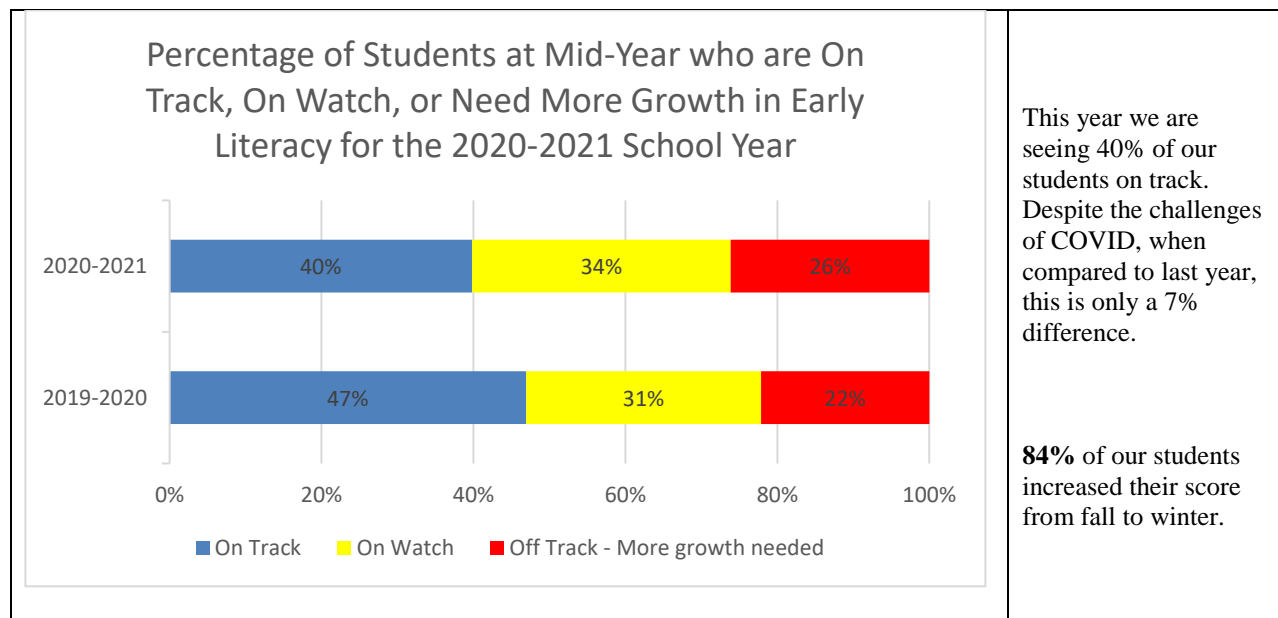
The data is extremely promising as it shows that not only are our students learning and mastering standards this year, but in many cases, they are actually doing better this year than last year. We can only attribute this to the tremendous efforts of our students and staff.

Early Literacy Achievement and Growth: How are our students progressing in their acquisition of reading skills?

The DIBELS assessment is given to all K-3rd grade students to assess their progress in acquiring early literacy skills. 4th and 5th grade students are given the assessment on an as needed basis.

Students are considered:

- "On Track" if they are scoring at benchmark with average or above average growth, or below benchmark with above average growth or higher.
- "On Watch" if they are scoring at benchmark with below or well below average growth, or below benchmark with average growth or lower.
- "Off Track" if they are scoring at below or well below benchmark with below or well below average growth.



The table below describes the percentage of students in each growth category based on their achievement level after the mid-year DIBELS assessment in 2021.

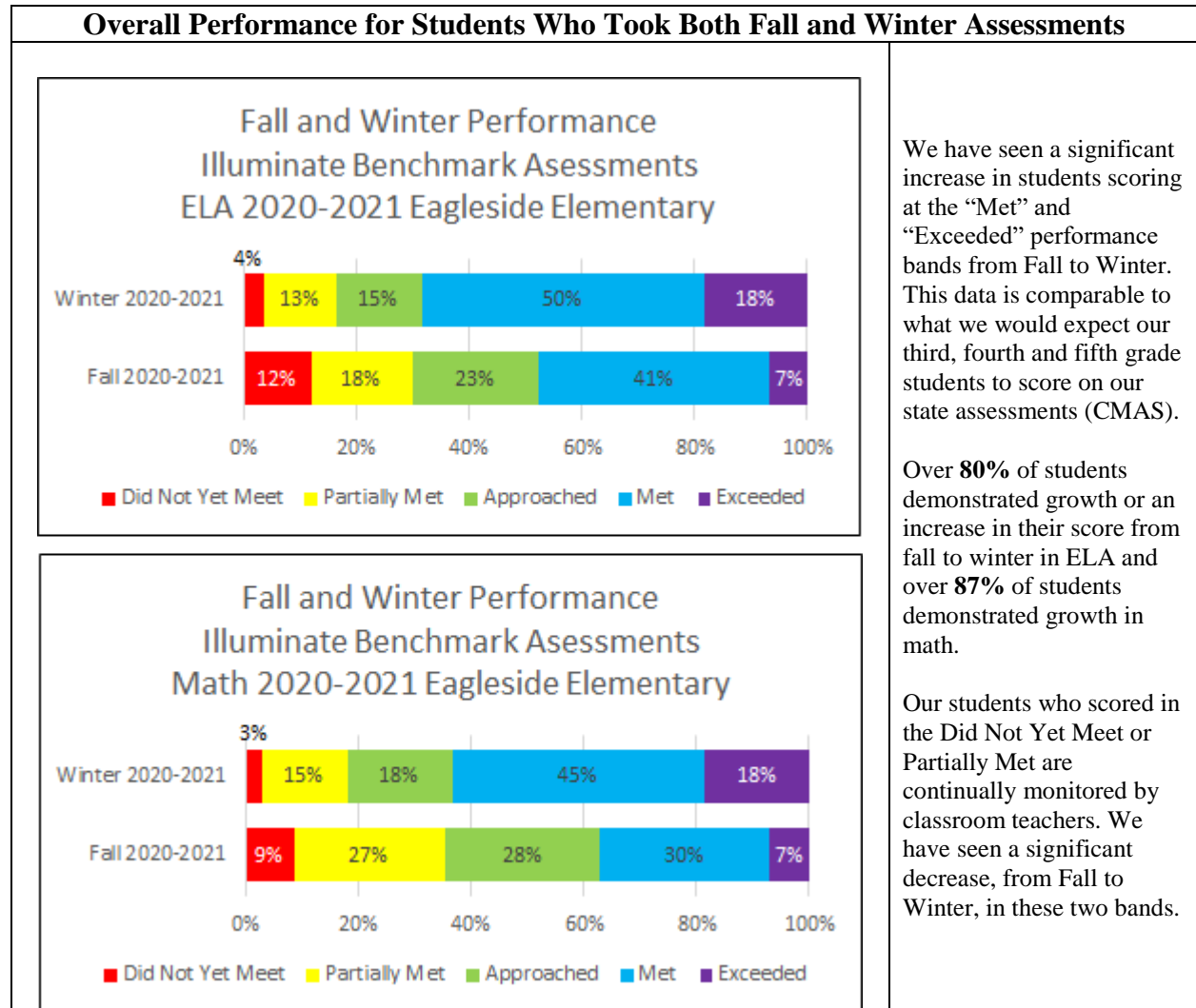
Achievement vs. Growth					
Achievement Level	Well Above Average Growth	Above Average Growth	Typical Growth	Below Average Growth	Well Below Average Growth
Above Benchmark	8%	7%	6%	5%	4%
Benchmark	1%	4%	6%	6%	6%
Below Benchmark	1%	1%	5%	4%	6%
Well Below Benchmark	2%	4%	7%	8%	9%
Grand Total	12%	16%	25%	23%	24%

ELA and Math Achievement and Growth: What type of progress are our students making in mastering year-long concepts in ELA and Math?

We administered a comprehensive assessment in the fall and winter. This “Illuminate” assessment covers topics that are taught over the course of the year. The assessment enables our teachers and students to get real-time feedback on specific concepts that have been mastered or still need to be addressed. It is directly aligned to the state assessment, Colorado Measures of Academic Success (CMAS). *If a student scored “Met” on the Illuminate assessment at the beginning of the year, then it means that they would have most likely scored “Met” on the CMAS assessment had they taken it the previous year. It does not*



mean that they will score “Met” on the state assessment at the end of the year, but we will be able to provide that analysis after spring assessments are administered.



We have seen a significant increase in students scoring at the “Met” and “Exceeded” performance bands from Fall to Winter. This data is comparable to what we would expect our third, fourth and fifth grade students to score on our state assessments (CMAS).

Over **80%** of students demonstrated growth or an increase in their score from fall to winter in ELA and over **87%** of students demonstrated growth in math.

Our students who scored in the Did Not Yet Meet or Partially Met are continually monitored by classroom teachers. We have seen a significant decrease, from Fall to Winter, in these two bands.

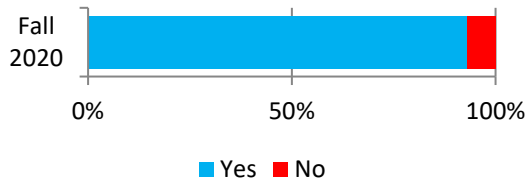


Student Survey Data: What are our students saying about our school and district?

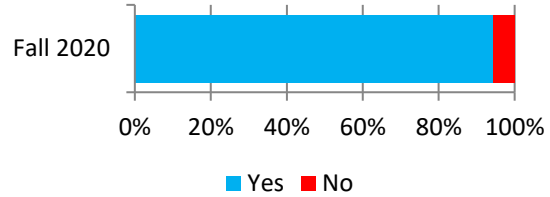
The Eagleside Team cares deeply about students' experiences. It is important that not only do our students have a voice, but that we also listen. Below are some of the questions that we asked our students in the fall including their responses. While the vast majority of our students report that they feel safe, that they belong, and that they have the skills necessary to succeed, there are still some students who don't feel this way. As a community, we will continue to reach out, listen, and put the needs of our students first above all else. It should be noted that the question with the lowest rating was "I have the skills to manage school when it gets hard". We will continue to address this area with implementation of building a vision that is school-wide and create common language that will help support students as they move through the grades. We will also will continue with introducing a 'growth mind-set' and what it takes to advocate for yourself as a learning at Eagleside.



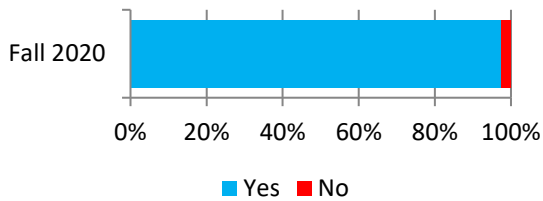
I feel safe at school.



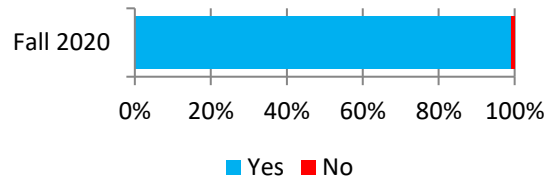
I feel like I belong in this school.



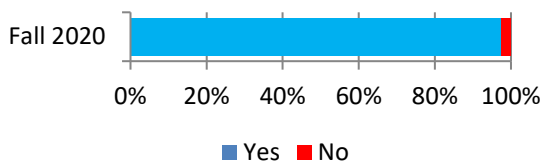
I believe my teachers care about me.



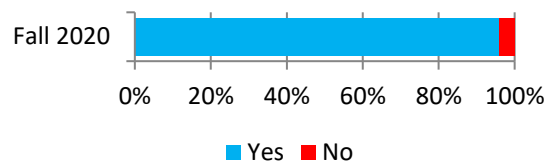
I care about my grades, attendance, and success in school.



What I'm learning in school is important to me.

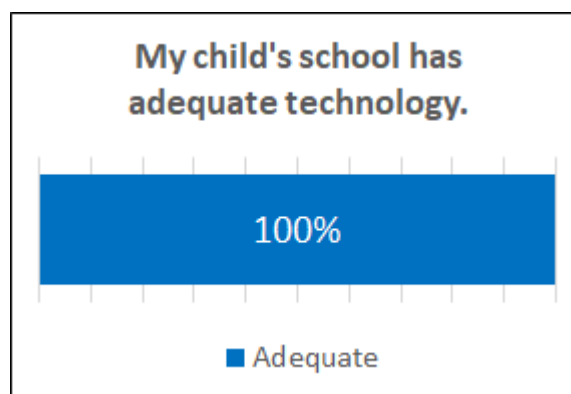
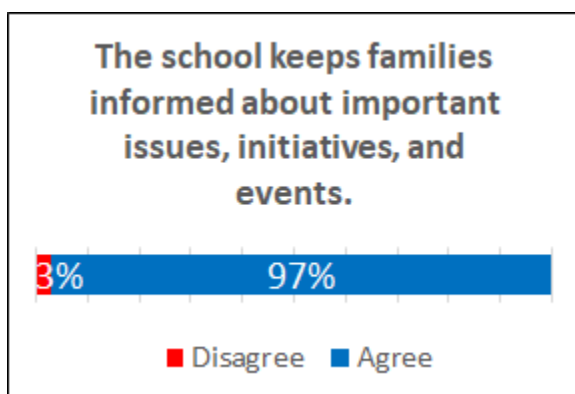
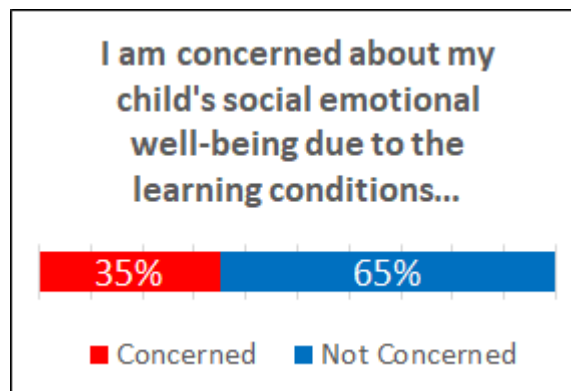
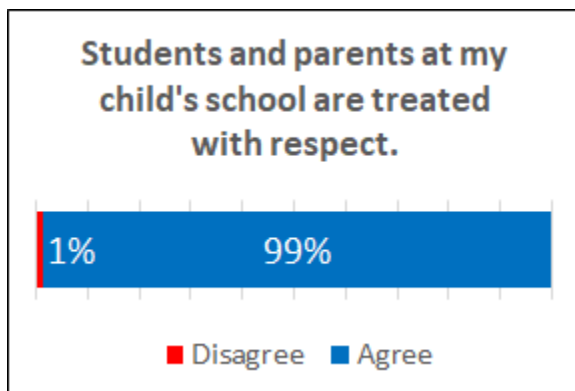


I have the skills to manage school when it gets hard.





Parent Survey Data: What are our parents saying about our school and district?

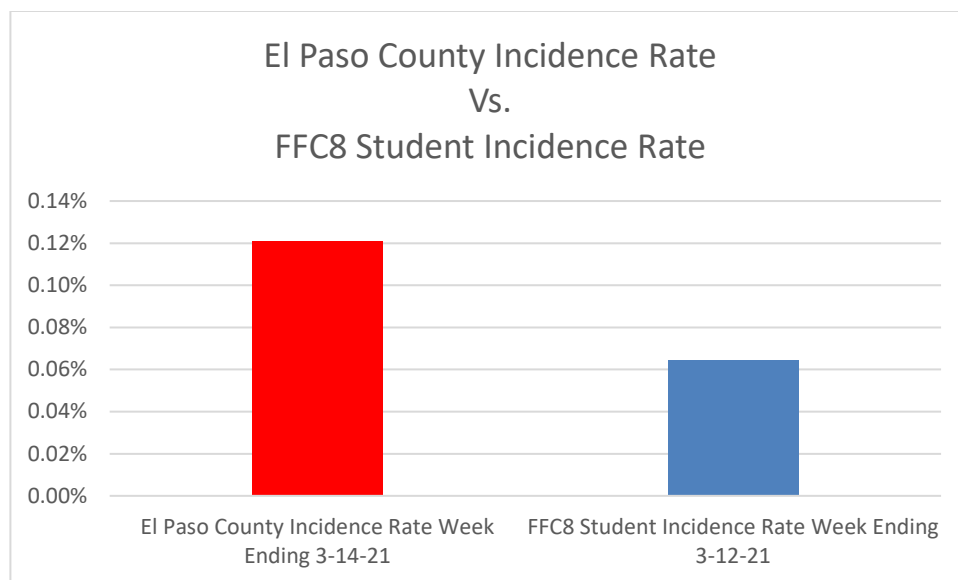


Health Data: How have our schools and districts responded to COVID? How many positive cases have we seen in both students and staff?

The health and safety of our students and staff is our number one priority. We have taken extraordinary measures this year to keep our buildings and classrooms as healthy as possible during the pandemic. Please [visit this site](#) for current information about how we are addressing COVID-19 at our district.

As of Friday, March 12, 2021, FFC8 has approximately 7768 students and 404 staff members. Of these community members a small percentage have had a confirmed COVID infection. Staff have been prioritized for vaccination and many have already received their 2nd dose.

Timeline	Students	Staff
Week of March 5 th to March 12 th	0.06%	0%
Total since the beginning of 2 nd Semester	0.55%	9.90%



Please note that our data shows that there is very little, if any, student to student COVID transmission and the incident rate amongst students is significantly lower than the [El Paso community](#) at large.

Based on this information we still believe that **the safest place for most students to be is at school.**

What have we identified as our areas of strength this year and where do we think we still have room to grow?

Academics:

Our students surprised us this year with their innovation, perseverance, and grit. They found new ways to interact with their teachers and peers while also finding innovative ways to demonstrate their learning. What we may not have realized at first is that students are extremely resilient and adaptable. We didn't see the massive "learning losses" that we predicted and in many cases we saw the opposite where student demonstrated more growth this year than last. The district made a very concerted effort to create a "one to one" laptop initiative that enabled our students and staff to innovate in ways that we had never imagined. The lessons learned this year have the power to transform education for many years to come.

We still have plenty of room to grow, especially in those areas where students needed to learn new skills rather than practice and refine the ones that they have already learned. This is especially noticeable in early literacy skills. The best way to learn to read is with lots of in person instruction and practice. We are going to have to work to make sure that our earliest learners grow and any delays in learning to read and write are remediated. We expect to see this same pattern in other subject areas with very specific skills that are "new" to students. We are also going to continue to explore and refine our feedback practices. What is the most actionable feedback? What should be graded? How do we continue to get students to take ownership of their own learning? While our district historically doesn't see the same types of socio-economic achievement gaps seen in other districts across the state and nation, the one persistent achievement gap that does appear is between females and males. Male students continue to underperform in comparison with their female peers from graduation to grades to test scores. While this pattern is seen across the nation, it is our responsibility to close the gap within our own district and strive to meet every student where they are at.



Socio-emotional learning:

Our students and staff have shown tremendous perseverance and grit this year. We made a very concerted effort to focus our resources and energy on the physical and mental wellbeing of all of our community members. This has led to an increase in student and staff awareness about their socio-emotional needs and we have seen a significant increase in self-advocacy among all of our community members. It is our intention to ensure that this awareness and ability for students to ask for what they need continues to grow well into the future. We have also seen an increase in students' awareness and access to mental health services which shows a growing awareness of resources among both students and staff. Student access to timely and effective mental health services is a point of pride in our district. We are one of the only districts in the state where there is licensed school psychologist in every school building. This enables our mental health providers to provide proactive and personalized services.

In many ways the areas that we need to grow in are also areas of strength. How can we continue to find innovative ways to build off all of the progress that we have made so far? As the pandemic wanes and things return to "normal" we can't lose sight of the progress that we have made so far and we must continue to actively listen and respond to the mental and behavioral health needs of our students as we plan for the fall. We need to continue to build and expand the implementation of Responsive Classroom Strategies. Relationships are key to making sure students feel they have someone, at school, on their side and that they know they can go to any adult in the building. Ultimately, we want to proactively respond to issues with behavior and help students find healthy ways to communicate their needs and resolve conflict. We believe in the power of our students to transform the world around them. It is our duty to help them build up the mental and social skills that will enable them to reach their full potential as citizens and leaders.

We believe in the power of the Fountain-Fort Carson community to change the world. Thank you for entrusting us with your students. We recognize the honor and responsibility that comes with the faith that you have put in our community. We are proud of what we have accomplished and also recognize that we have yet to reach our full potential. Together, we will prepare today's youth for tomorrow's responsibility.

Sincerely,

Tricia Starzynski
Principal